Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: SPAN 201 **Year: 2025-2026**
Course Title: Intermediate Spanish I **Credit Hours: 3**

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This is an intermediate Spanish course focusing on speaking, reading, writing and listening comprehension. Grammar learned in first year Spanish is reviewed. Major emphasis is placed on improving oral communication skills and reading comprehension. Students explore different aspects of the cultures, history and current events of the Spanish-speaking world. Outside preparation using CD ROMs, the internet, or other audio-visual materials is required. Students are expected to be able to communicate in the present, past, and future tenses in Spanish. The class is conducted exclusively in Spanish. SPAN 201 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: SPAN 102; Prior completion or concurrent enrollment in ENGL 100 or ESL 120, 121, and 122 or (prior completion of ESL 103). 3 Cr. (3 Lec.) Occasionally.

Course Context/Audience

This course can be taken to fulfill a liberal arts Humanities requirement. It is also appropriate for individuals wishing to satisfy the foreign language requirement for New York State teacher certification or for individuals who plan to travel to a Spanish speaking country or need to communicate with Spanish-speaking people.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

By successfully completing this course, the student will

1) Refine his/her understanding of Spanish grammar and expand his/her vocabulary;

2) Be able to read Spanish language articles/ readings, summarize them in his/her own words and express his/her personal opinions.

3) Write four one-page compositions incorporating the vocabulary and grammar being studied.

4) Be able to give a 3-7 minute oral presentation with few grammatical mistakes.

5) Be able to use Spanish to ask and answer questions and to follow instructions given in Spanish.

Course Objectives/Topics

Objective/Topic	# Hours
Students will review the following tenses and moods: (simple present, present progressive, preterit, imperfect, imperative and present subjunctive) and will be able to converse and write in these tenses with relatively few errors.	15- 25 Hours
Students will be able to speak in Spanish about their opinions, current events, activities, cultural differences, etc.	15-25 Hours
Students will be able to ask simple (and not so simple) questions using interrogatory words.	1-5 Hours
Students will learn vocabulary associated with celebrations, technology, health and illness, houses, household chores.	1-2 Hours

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	**HOW DOES THE COURSE ADDRESS THE OUTCOMES** (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to	
➢ develop meaningful questions to address problems or issues.	Not addressed.
➢ gather, interpret, and evaluate relevant sources of information.	Not addressed.
➢ reach informed conclusions and solutions.	Through reading about Hispanic culture in Spanish-speaking countries and viewing videos about these topics, students will learn about important issues such as immigration, self-identity, politics, education, economic inequality, etc. They will analyze what they learn about other countries with their own experiences in the U.S.
➢ consider analytically the viewpoints of self and others.	By learning about life in other countries, students will be able to make connections about the events and people in other countries.
SOCIAL/GLOBAL AWARENESS OUTCOMES	**HOW DOES THE COURSE ADDRESS THE OUTCOMES** (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
➢ Students will begin to understand how their lives are shaped by the complex world in which they live.	Students will see how Hispanic culture and the Spanish language exists in the United States culture. Students will make cross-cultural comparisons between the Hispanish Culture and the United States' culture.
➢ Students will understand that their actions have social, economic and environmental consequences.	Not addressed.

Instructional Methods
Assignments should require a balanced mix of reading, writing, listening and speaking. Class and small group discussions, cooperative learning exercises and other communicative activities should enhance short lectures about grammar. Vocabulary drills are recommended. If possible, the instructor should bring in guest speakers or show video clips from Spanish speaking countries. Students should read Spanish-language articles, short stories or short cultural readings and offer written responses about what they read. The goal of all learning activities should be meaningful and authentic communication. They should also be encouraged to use resource materials available at TC3 and utilize tutors in the Baker Center for Learning. Every effort should be made to provide authentic language use to the students. Spanish should be the only language used in the class.

Methods of Assessment/Evaluation

Method	% Course Grade
Written tests and quizzes	20-40%
Preparation and participation	10-20%
Written homework and listening comprehension exercises	10-20%
Oral presentations, skits, oral exams	10-20%
Compositions, journals	5-15%

Written tests should test students listening and reading comprehension as well as their written skills. The tests must require students to use the language in a meaningful context. (ie no multi-choice bubble sheet tests nor tests requiring strictly conjugating isolated verbs that do not require the student to know the meaning of what is written.) Tests could include questions requiring the student to select the correct verb from several options and then conjugate it, thereby showing that the student understands the content. Students should be required to write 4 one-page compositions covering the vocabulary and grammar from chapters 9-12.

Text(s)
Vistas, 4th Edition: Introducción a la lengua española, Blanco/Donley, © 2011 Vista Higher Learning; 4 Pck Har/ edition

Bibliography

15,000 Spanish Verbs by Stephen Thompson, Ph.D., © 1999, Center for Innovative Language Learning.

A Picture is worth.... 1000 words by Anthony Mollica, © 1999, Soleil.

501 Spanish Verbs by Christopher Kendris, Ph.D & Theodore Kendris, Ph.D., © 2003, Barron's Educational Series.

Other Learning Resources

Audiovisual
VTC PC 4128.D3 1992 DANZON (video, 103 min., 1992)
A surprising love story about a woman who finally discovers the passion that has been missing from her life. (In Spanish with English subtitles)

VTC PC 4128 .N67 1984 EL NORTE (video, 141 min., 1984)
A drama about a Guatemalan brother and sister seeking better lives. They set out for the Promised Land, "El Norte." (In Spanish with English subtitles)

VTC PC 4128 .N84 1996 NUEBA YOL (video, 102 min., plus 10 min., short film, 1996)
Videocassette release of the 1995 motion picture.
Short film is documentary on the filming of Nueba Yol. (In Spanish with English subtitles)

VTC PC 4128.S54 1998 EL SILENCIO DE NETO -THE SILENCE OF NETO

(video, 106 min., 1998) "Enhanced subtitles"--Container.
Produced entirely in Guatemala and filmed in the colonial city of Antigua, this film tells the story of a young boy's coming of age while his country struggles to preserve democracy amidst CIA cold-war propaganda. Through the eyes of young Neto, the viewer is given an authentic insider's look at the diverse people of Guatemala and the historical events in the mid-1950's that have shaped their destiny. (In Spanish with English subtitles)

VTC PC 4128 .V47 1991 A VERY OLD MAN WITH ENORMOUS WINGS (video, 90 min., 1991)
Amid the debris of a Columbian cyclone lands a man whose seemingly miraculous anatomy attracts the curious and devout from around the world. Silent and disheveled, this fantastical "creature" is housed in a chicken coop as onlookers wait for his heavenly message which turns out to be a very mixed blessing.
(In Spanish with English subtitles)

Electronic
www.bbc.co.uk/education/languages/spanish/news/index.shtml

http://www.weston.gor/conjuguemos/

http://www.merlot.org
(search under humanities/world languages/Spanish to find a large assortment of web sites.)
www.bbc.co.uk/education/languages/spanish/news/index.shtml

http://www.weston.gor/conjuguemos/

http://www.merlot.org

(search under humanities/world languages/Spanish to find a large assortment of web sites.)

http://www.studyspanish.com
http://tell.cla.purdue.edu/JapanProj/FLClipart/ Great collection of clip art for language learners
https://www.youtube.com/watch?v=78AhSHXcw6g "Me gustas" great for teaching gustar. (Joan Sebastian)
https://www.youtube.com/watch?v=fGsQaqViiwU "Me gustas tú" great song for teaching gustar with clip art and subtitles to illustrate.
http
- http://web.cortland.edu/flteach/
- http://www.spanish4teachers.org/
- http://www.123teachme.com/learn_spanish/beginner/
- ://www.studyspanish.com/
- https://srtanrodriguez.wordpress.com/2013/03/18/top-20-websites-spanish-teachers-should-know-about-and-use/
- www.fluentu.com/spanish/blog/spanish-teacher-blogs/
- http://funforspanishteachers.blogspot.com/2012/07/14-of-my-favorite-online-resources-for.html
- http://www.miscositas.com/spanish.html
- www.pinterest.com
- http://www.languagenut.com/us/spanish-teaching-resources/
- http://www.abcteach.com/directory/languages-esl-spanish-2448-2-1
- http://www.speakinglatino.com/free-spanish-resources-for-teachers/
- http://spanish-resources.com/
- http://smartclasscommunity.robotel.com/2014/06/12/list-of-free-online-resources-for-spanish-language-classes/
- http://languageteacherscollaborate.pbworks.com/w/page/32527240/SPANISH%20CLASS%20RESOURCES
- http://www.sparklebox.co.uk/spain/spanish/
- http://spanishplans.org/

Other
No resources specified